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THE ASSISTANT LIBRARIAN

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(Section of the Library Association)

EDITOR: PETER LABDON

Central Library, Southgate, Stevenage

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POETRY IN CHAOS

By Brian Selby, Berkshire County Library.

"The literature of science" is a familiar concept. Even those who have never seen *Acta crystallographica* or grappled with *Chemical abstracts* can imagine white coated scientists frequently turning from bubbling retorts to refer to esoteric journals and the hefty volumes of standard works. Scientists do not agree about how much of their literature they should read: "Don't read too much," advises Dr. U., while Dr. A. maintains "You can't read enough." But they do agree that there is too much for them to hope to read everything, even in narrow subject fields, and to reduce their labours a complex array of indexes to periodicals, abstracting journals and translating services has been evolved. The literature of science is a tool, a source of practical information.

Literature, the dreamy world of the imaginative writer, seems far removed from the purposeful activity of the lab., so far removed that the problems of the record of science have little apparent relevance to literature. This appearance is a delusion. Take poetry as an example. The magazine *Trace* in its "Chronicle of living literature" reveals that the poets of Britain and America provide copy for over 300 magazines, ranging from the official glossiness of *Prairie schooner* and *Sewanee review* to home-duplicated broadsheets on brown paper like *Ore* and *Simbolica*. The Royal Society's *List of British scientific publications reporting original work* tops 200 titles, a total some way behind the poets. Once the poems and the reports are written and published, what happens to them? The Royal Society's evidence is that over 130 periodicals in Britain are devoted to organizing the literature of science, indexing and abstracting the published work to take some of the grind out of the scientists' homework and to make the results of hard and expensive labour available for use. There is no British index to poetry. The American *Reader's guide to periodical literature* indexes poetry published in 116 magazines, all of them American. *Granger's index to poetry* covers only anthologies, not original publication in books and magazines. Eugene Sheehy and Kenneth Lohfer compile an *Index to little magazines* which is hardly known in British libraries and is marred by arbitrary selection of material. A flood of poetry, unexpectedly comparable with the torrent of scientific literature, proves to be running to waste for want of services to make it known.

A feature of the literature of science is the annual reviews of progress, such as *Progress in dielectrics* and *Advances in enzymology*, which

provide a handy source of information for workers in the subject, a quick revision for specialists in other fields, and money for jam for the historians of science in fifty years' time. No such thing appears in the literature of poetry. *Essays and studies* and *The Year's work in English studies* do their academic best, but it is summaries like Geoffrey Moore's National Book League pamphlet *Poetry to-day* that provide the prototype of the annual survey of poetry; clear, concise, and documented. At present, poems, once published, pass from the gaze of a limited public into the limbo of unrecorded literature.

The importance of this chaos in poetry lies in the fact that poetry must be read if it is to be known. If a scientist could not find Boyle's law in a book, he could work it out experimentally; it would merely take longer. If you want to know *Paradise lost* you must read it. "I like to read only the poems I like," said Dylan Thomas. "In order to find the poems I like I have to read a lot of poems I don't like." There are no short cuts in poetry: only the full original expression is sufficient for comprehension. Reading is more important to poetry than to science, yet this importance is not reflected in the literature of poetry, and this paradox results in the tendency of poetry to in-breeding and decline.

The poetry of 1960, if an annual review existed, would point the moral of this story. Of the thousands of poems written it was familiar names and familiar work that ended up at the top of the poetry success ladder. The Queen's medal for poetry went to John Betjeman, *Summoned by bells* continuing his unique vein of self-parodying mediocrity. Week-ending with Randolph Churchill, knocking off a eulogy for a royal birth, or just listening to the Wantage bells, all's well in his world:

"The voices of birds utter less
Than the thanks we are owing,
Bell notes alone
Ring praise of their own
As clear as the weed-waving brook,
And as evenly flowing."

Complacency in the poet means boredom for the reader. The William Foyle Poetry Prize was won by Robert Graves' *Collected poems* (1959), and his translation of Homer, *The Anger of Achilles*. Graves is the epitome of the successful poet of the moment, the poet in the ivory tower, retiring out of England into a comfortable island in the Mediterranean:

"I pause with razor poised, scowling derision
At the mirrored man whose beard needs my attention,
And once more ask him why
He still stands ready, with a boy's presumption,
To court the queen in her high silk pavilion."

W. H. Auden was placed equal first with Robert Lowell, Edwin Muir, and Edith Sitwell in the Guinness Poetry Awards with "Goodbye to the Mezzogiorno," the only poem in his new book *Homage to Clio* at all commensurate with the Auden of "In memory of W. B. Yeats" and "Lullaby." *Homage to Clio* is a vapid collection of common-room whimsy:

"Looking up at the stars, I know quite well,
That, for all they care, I can go to hell,
But on earth indifference is the least
We have to dread from man or beast."

It is not only in content that the top poets of 1960 disappoint, for all their refusal to show signs of living in this time of civilization poised on a razor edge above destruction. They have, without exception, indulged in an unrelieved clumping metre and sledge hammer subtlety of rhyme that sets at naught the work of the great experimenters Eliot (despite the silence since *Four quartets*), Pound (in a unique isolation, an epic Platonic hell), and Dylan Thomas (a name already unfashionable).

Of the 170 books of new verse published in Britain in 1960, how many are already forgotten and, more important, how many were even read before being forgotten? When books are dead as soon as they leave the press, small wonder that thousands of poems as tolerable as those of the top ten languish anonymously:

"In the midst of my fever, large
as Europe's pain,
The birds hopping on the blackened wires
were instantly electrocuted."

Poets know too little of each other's verse, and this problem of communication within the island of poetry has to be solved before much impression can be made on the world at large. Poetry must be made accessible, taken away from the cliques and organized as a tool and product of civilization if the barriers between poets and between poets and the outside world, the world of science, are to be broken down.

Some details must be added to the picture, briefly drawn above, of the chaos in poetry and the effect of the chaos on poetry. Most scientific literature is produced for a small audience, practitioners of certain techniques and colleagues in defined subjects. Similarly, little poetry reaches an audience of more than two thousand. Scientific literature deals in empirically verifiable facts. Experiments are open to factual and logical confirmation or confutation and the importance of a paper to the present state of knowledge is easily assessable; generally speaking those papers are published which merit attention. Publication of poetry is more difficult. That a poem should be published is determined by the opinion of those who publish it, not by reference to anything empirically verifiable. This difference is neatly put by Ayer in *Language, truth and logic*: "If a work of science contains true and important propositions, its value as a work of science will hardly be diminished by the fact that they are inelegantly expressed . . . a work of art is not necessarily the worse for the fact that all the propositions comprising it are literally false." In the selection of poetry for publication, subjective value judgments operate where concern for facts obtains in the literature of science. Clearly much depends on the publishers of poetry (publisher here used synonymously with editor) for the presentation to the public of a conspectus of contemporary poetry, but the impresarios of literature work not with the aim of presenting all poetry to the public, but to encourage what they believe to be good poetry.

Even if there is no other way of publishing poetry, this state of affairs is lamentable, for the condition of publishing gives a false view of poetic activity—the ivory tower poets monopolize the well-known magazines and the anthologies, but they are only a part of poetry. A wider-ranging public exhibition of poetry could be given if poetry had the necessary bibliographical apparatus: a comprehensive author index to new poetry, a detailed and encyclopedic annual survey, and a journal acting as a clearing house to which publishers could send rejected verse for publication in a cheap form, e.g., by photolithography from typescript, to be published, say, quarterly in a volume of the size of *Botteghe oscure*. A comparable volume could publish a large amount of new verse in foreign languages. Such a programme would need a subsidy—surely a strong case for a Unesco/Arts Council grant—and there is no reason why it could not be carried out at a university.

The aim of this programme, arrived at by contrast with the comparatively highly organized literature of science, would be to publish regularly a large amount of new verse in a form reducing the wasteful scattering of verse over many small magazines and to attack the domination of poetry by what amounts to random selection of verse for publication. Poetry until now has consisted of a succession of fashions, with in-breeding and consequent decline, the latest of which is the work of the poets of the ivory tower, conservative in content and retrogressive in form and technique. A scheme to bring order and comprehensiveness into the publication of poetry might offer a way out of the sacred wood which has proved to shelter nothing but its government by impresarios and the inhibition of poetry as an art.

WE DON'T KNOW. SHOULD WE?

By Marion Wilden-Hart, Lambeth Public Library.

John O'Riordan asks, "Has T.V. changed our reading habits?" His article did little to answer the question for librarians, and in the absence of actual facts we are unlikely to reach a sound conclusion. Should we have these facts? Is the question important for us at all?

At present, with our ignorance and suppositions, we claim T.V. responsible on the one hand for the significant rise in non-fiction issues, and on the other for the decline in overall number of books lent when this unfortunately occurs. That we do use television as a scapegoat to suit our various purposes is clearly evident from our Annual Reports.

The B.B.C. distributes a newsheet informing libraries of forthcoming book adaptations and readings. What use is made of this information by libraries and what has it told us till now?

Having personally paid attention to these sheets for two years, I am unable to answer Mr. O'Riordan's question. I do not know if T.V. has changed our reading habits. From my experience in one large library I have been able to ascertain that only certain of the books listed in the news sheet are requested at all, but never, so far, in sufficient numbers to justify extra purchase beyond the expediency of seeing that there is one copy of each title in each branch. As I am notified of titles having five reserves or more, I am in a position to say that T.V. programmes on individual books have relatively little influence on issues in this library. The reserves come from people who would normally use the library and probably the reservation system anyway.

But following television and sound programmes is interesting for a book buyer in other ways. The influence of television on subjects is more difficult to ascertain, but far more important for the librarian. For the development of new public interests through the T.V. medium could provide us with more—and more intelligent—readers. But does it? I know of no library which has been able to prove this, nor yet whether our attention to television is worthwhile. I have personally been experimenting on this for six years, first as a branch librarian and later as a buyer of books. If we provide the books, as we can, before the programme (two optimistic suppositions already for the majority of libraries), we fail to display them consistently and well (remembering that many readers may be new to the library with no knowledge of parallel classification, alternative placings, dichotomous divisions, syndetic catalogues, etc.). And when the books are taken from the display we have no reserve; only books too rare to be thrown away, too old for the open shelves. Television, as it affects people who are not our readers, is a worthwhile research project. Has anyone thought to undertake it?

Mr. O'Riordan mentions only the impact of television on those who already read. T.V. may lessen the reading habit, but it will not eliminate it. It will enliven a thinking mind and interest a dull one. Books are not the only things to read; and they may prove to be too permanent in this ever developing world. Our future in lending libraries may very well rest with periodicals and paperbacks, and micro-materials for momentums. Mr. O'Riordan should not scorn a personal library of paperbacks; it may very well lead to experience in the use of books. The constant development of enquiring minds (by whatever medium) is of use to us if we will use it. This, and the choice that a public library provides is the hope for our future.

Choice is probably the greatest contribution that a free public library can offer in a modern society. T.V. offers no choice beyond one alternative programme. What one sees, all see. Limited subjects, limited opinions, limited knowledge, above all, limited choice. But it can stimulate enquiring minds for further information, and this is where we should meet its challenge.

Has T.V. changed our reading habits? We don't know. We don't even know how to make the most use of television for our particular purposes.

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NOTICE OF ELECTION

Nominations are invited for the following Officers and Councillors of the Association of Assistant Librarians to serve during 1962:

Honorary Secretary, Honorary Treasurer, and Honorary Editor.

Nine National Councillors, at least three of whom must be under 30 years of age on 1st January, 1962.

There will be no special provision on the ballot papers for National Councillors under 30 years of age. The three candidates under 30 years of age who poll the highest number of votes will be declared elected, and the remaining successful candidates will be the six others who poll the highest number of votes irrespective of age.

Nominations must be submitted in writing to the Vice-President, *W. G. Thompson, F.L.A., Central Library, St. Peter's Square, Manchester, 2*, by two or more members of the Association, countersigned by the nominee and accompanied by suitable biographical details (i.e., qualifications, present and previous Authorities or Employers, work in connection with A.A.L., Library Association, Trade Union, etc., and the candidate's age as at 1st January, 1962).

The last day on which nominations may reach the Vice-President is 15th October, 1961.

JOHN HOYLE, *Honorary Secretary*.

Extract from the Rules for the Conduct of Elections:

Rule 5 (c): Particulars of Candidates.

1. Official position and employer.
2. Particulars of previous employment in librarianship.
3. Details of services to the L.A. and/or the A.A.L. as Association, Branch or Divisional Officer, Councillor or Committee Member, examiner, editor, author or tutor. Trade Union services.
4. Professional and academic qualifications.
5. Age as at 1st January, 1962.

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EXAMINATION SUPPLEMENT

Edited by Frank Atkinson

Brighton School of Librarianship

The policy of including specialist papers in the *Supplement* is continued in this issue by Mr. Bryant's contribution on Final 3f—Music. This type of comment, including as it does a general survey of the nature of the examination and the opportunities for study, provides the student with information not readily available elsewhere and presents a more meaningful picture than the bare syllabus.

As did my predecessors, I have tried to evolve the most useful form of presentation of the *Supplement*; I regret that circumstances compel me to relinquish the editorship now, with this and so much else not yet achieved. The problem of the proportions of comment on the two examinations will be more difficult under the new syllabus; the biennial 16-page allowance in this Journal may well prove insufficient. Consideration of some payment for contributions is overdue and the need will become more pressing if specialists outside the profession have to be called on for comments on some of the new Final Group C papers. The Examiners' Comments—which at present serve chiefly as an example of semi-published material—may reach students *via* tutors; it would be more satisfactory if they were to be properly published, possibly in the *Examination Supplement*.

These and other developments will, I know, be the concern of my successor, who will have the support of a growing number of colleagues who share the conviction that the examination structure is the concern of the profession as a whole, and that the standards and results are by no means exclusively "students' problems."

I should like to thank all the contributors whose efforts have made possible this and other recent issues of the *Supplement*.

FRANK ATKINSON, 13, Copse Hill, Brighton, 5.

MUSIC

Final—Part 3(f)

Ever since this examination was instituted just after World War II, the percentage of successful candidates has always been extremely high. Numbers sitting have been small, occasionally reaching double figures, but it has not been a rarity for all candidates to pass. The student who is struggling through the Registration examination may feel that such results are almost indecent and may be misled into the belief that part 3(F) is easy to pass. If this idea does exist, it is well wide of the truth. Here is a specialist paper that, in my view, is certainly doing its job in providing the interested library assistant with an opportunity to undertake a moderate degree of specialization to his or her own benefit and (one hopes) to the advantage of library users.

Because of the small numbers sitting for this section, it is not normally offered for tuition at library schools, but the London school at the N.W. Polytechnic has run three courses for this particular examination and hopes to run a fourth in the year ahead. Smallness of student numbers is one problem, and the difficulty in finding adequate tutors and tuition facilities can be equally worrying. Of the Colleges of Commerce, etc., offering part-time courses, Liverpool attracted but one would-be entrant last year and (so far as I know) courses do not exist

elsewhere. For most assistants who are not within easy reach of London, the alternatives are likely to be the A.A.L. correspondence course or self-tuition. Either method of study really requires reasonable access to one of the large music libraries, to permit the inspection of a wide range of books and scores, but even this is apparently not essential. Few students are music librarians or work in a library with a separate music department, but nearly all seem to derive genuine benefit from their course of study and are likely to be of greater service both to their colleagues and to the public that they serve. In short, the assistant who has a genuine interest in classical music and its place in the library (university as well as public) may find that this section presents an opportunity to develop that interest with the expectation of a fair examination at the end of a course of study.

Although I have mentioned the small numbers of students, it is Mr. Sewell's view that all the courses for this section run at the N.W. Polytechnic have been fairly well attended; students have included some with the Diploma issued by University College, who have to pass Part 3 for their Fellowship. He feels that this section, and its successor in the new syllabus, should continue to attract sufficient support to allow at least one library school to offer a regular course for the subject. London is the obvious centre, if only because it should be easiest there to enlist the help of the various specialists who are often necessary to run such a course. It can be taught by a public librarian or full-time tutor, but only if the person concerned has sufficient knowledge and personal interest to do the job adequately.

The scope and style of the papers have varied little over the years. The two papers usually deal (more or less) with history and theory in the first paper and with practical aspects of music librarianship in the second, though there is some overlapping. Originally, the two papers were nominally separated but, apparently at the request of a previous examiner, the sub-headings were omitted. Certainly, the field for questions on librarianship is very much more restricted than that on history or theory. This suggests that it is much more difficult to set the second paper than the first, and the afternoon paper often includes questions that would seem more suitable for the earlier one. The June examination was no exception to this tendency. Although the scope for history and theory is so very wide, questions are not really satisfactory unless they can reasonably be connected with library problems. If this standard is applied, then question 4 and 5 of the first paper are the best, and question 5 the least relevant.

The examiner is also faced with the same snags that must surely face all his colleagues who set papers in special subject fields. There is the natural tendency to repeat one's self, in slightly different terms, *ad nauseum*. In addition, some questions must contain an unavoidable element of superficiality, of hearsay rather than direct evidence, since it is realised that so few candidates are working full-time in a large library of the type covered by the section, be it music, other fine arts, history, etc. If entry to this examination were limited to those who work in a large music library, the number of candidates would be gravely restricted and (I think) librarianship as a whole would be the poorer. Sources, editions, desk-tools in fair detail and depth, supply of new and antiquarian publishers' and dealers' catalogues are undoubtedly much more relevant to the music librarian than history and theory, but the examination paper can only include these points as aspects of a fairly wide syllabus.

First Paper

Q.1. Write miniature essays on THREE of the following: (a) Delius; (b) Dvorak; (c) Monteverdi; (d) Palestrina; (e) Stravinsky; (f) Weber.

A straightforward question, with a nicely varied selection of composers, that should present little difficulty. The biggest problem is that of judicious compression.

Q.2. State the characteristic features of the following, quoting a specific example in EACH case: (a) Bolero; (b) Canon; (c) Italian overture; (d) Mazurka; (e) Minuet and trio; (f) Passacaglia.

Not simple particularly since one has to answer all items. It is not always easy to remember specific examples in the atmosphere of the examination room, though the first type of dance should present no problem.

Q.3. *Show how music may be regarded as always having reflected contemporary life in Europe.*

Another straightforward question, relating music to social history.

Q.4. *What do you understand by the term "editing" in relation to music? Mention some of the problems involved in the process.*

A basic problem that should have received much study and thought by any candidate. Editing is usually necessary with older works to make them suitable for modern performance, but not all editors are scholarly neither do they make plain (as they should) just what they have amended or otherwise altered in the music and what sources have been consulted. There is always scope for argument, since early composers left so much to the discretion of the performers. With more modern works there are different problems, e.g., those of revision by the composer after first performance or publication (and a composer's second thoughts are not always best, in the eyes of players or critics), arguments when the original manuscript is not clear (and one wonders, upon occasion, how the copyist or typographer ever managed to decipher some autograph scores), and in those cases where the composer has allowed friends or pupils to edit or otherwise amend the original text.

Q.5, on the history of conducting, has been mentioned earlier in these notes for its limited relevance; yet it is certainly not a bad question and should have presented no real difficulty to candidates.

Q.6. *Define instrumental chamber music as an art form and show how it may be divided into groups according to the number and nature of the instruments employed.*

The second part of the question presents a classification problem. Chamber music usually utilizes between three and nine players, each with a separate and individual part. It is the variety of instrumentation that makes classification difficult. A quintet may consist of five stringed instruments (usually a string quartet with the addition of a second viola or violoncello, but other combinations exist), a piano and four strings, five wind instruments, a combination of these and other instruments, such as trumpet or mandoline. The question does not hint that the good candidate will include mention of the works which "break down" the chamber repertory.

Q.7. *Discuss the extent to which you consider Shakespeare's works have been successfully set to music, giving examples of vocal and instrumental settings.*

The person with limited musical knowledge has no conception of the range, number and variety of settings of Shakespeare plays and lyrics. A reference to "Shakespeare" in the *Everyman dictionary of music* will show something of the attraction that our great dramatist has had for composers of all nationalities. To that extent, this question is impossible to answer in 40 minutes and would have been better had its scope been more limited.

Q.8. *Define the period of musical history known as "Baroque" and discuss its special features.*

Another question that should be well answered by the candidate who has been well prepared for the examination. The good answer should, I think, include some principal works in baroque style after the nature and extent of the music have been described.

Second Paper

Q.1. *Give reasons why it is necessary for a librarian in charge of a gramophone record library to possess some technical knowledge of records and sound reproduction.*

For a gramophone record collection to function successfully, the librarian must be forever exhorting, persuading or taking stronger measures to ensure that borrowers handle records correctly, replace styli in good time so that discs are not damaged and be able to answer at least some of the less specialised questions that are put to him. Many users of gramophone record libraries have cheap equipment and little knowledge or ability, it seems, to maintain it at an efficient level. The librarian must be able to say, in the simplest possible language, why certain practices are harmful and should be able to converse with the more knowledgeable patron at a modest level both on music and its recording and mechanical reproduction.

Q.2 on classification should have presented no problems to the student who had already tackled Q.5 in the morning paper.

Q.3. *Write brief notes on FIVE of the following books, quoting the author's name in each case: (a) Act of touch; (b) Fabulous phonograph; (c) Heirs and rebels; (d) Lost tradition in music; (e) More than singing; (f) Moving into Aquarius; (g) Naked face of genius; (h) New musical companion; (i) Well-tempered string quartet; (j) Who's who in music.*

This is likely to present difficulty to the student who is not working regularly in a music library. A friend, rather unfairly perhaps, has suggested that these are a little like "the top ten" of the moment, and that future questions of this type would be improved by mixing standard and recent titles.

Q.5, on differences between cataloguing of music and of books should have been a "gift".

Q.4. *Discuss the importance of the probable frequency of the use of works in the music library in relation to stock selection and expenditure.*

Q.6. *Describe the methods you would use to exploit a music stock and generally bring the library to the notice of the public.*

These questions could, with slight alteration in the wording, be made to apply to any section of the library's stock. As a result, the examiner may find himself faced with a lot of "waffle," some weird ideas and a number of generalizations in addition to some sound suggestions.

The last two questions in this paper (on standard works of reference and standard biographies of eight major composers) would be equally happy in the first paper, and underline the difficulty of the examiner in finding a sufficient variety of questions for the second paper without encroaching on to the literature side of the examination.

I would expect the pass percentage to be very good once again. The papers are open to criticism, as I have tried to show, but they are generally reasonably well-balanced, free from ambiguity and clear in their requirements. With such a wide syllabus, it is understandable that some aspects of history and theory must be omitted, but over the years the field has been well covered. The Associate with a fair knowledge of music and a keen interest in the subject could well consider tackling this part of the Final Examination, particularly if he/she has the ability to read music and has access to a good collection of gramophone records. There are few music librarians in Britain, but the need for assistants knowledgeable in this subject field remains largely unfilled.

E. T. BRYANT, *Borough Librarian, Widnes.*

A Candidate's Comments

The first paper was, on the whole, an extremely fair one, providing a varied selection of questions on broad topics in the answers to which special knowledge could be introduced. The question on the Baroque period was a gift for those familiar with it, but why not a choice between two or three alternatives, for instance the Renaissance or Romantic periods as well? The only question which might be regarded as slightly unfair was that on Shakespearean music, as the careful preparation necessary for a good answer must have been anticipated by very few candidates.

The second paper was disconcerting for what it did *not* contain. No chance to show knowledge of encyclopaedias, dictionaries, histories, bibliographies or periodicals was given, nor was there any reference to copyright or music printing. The cataloguing question was fair enough, though not clear as to whether "music" implied records as well as scores, but surely it was expecting too much of candidates to describe *three* classification schemes, especially as the best-known Dewey was excluded? Would not *one* other than Dewey have been sufficient? An unexpected question was that requiring comment on five books from a list containing nothing that could be called standard reference material; this merely tested general background reading in the subject, not librarianship. Naming the standard biographies of eight major composers was more reasonable, though here why ask for titles and not authors? The question on knowledge of sound reproduction may have suited some technically minded men, but automatically eliminated itself for me and probably several other (not only female) candidates! The student unable to tackle such specialized questions was forced to rely on examineemanship to provide a touch of originality in answering uninspiring old favourites like those on stock selection and publicity.

It is hoped that results will show the well-balanced first paper to have offset the disappointing deficiencies of the second.

JEAN M. WINES, *University of London Library.*

ADVANCED CLASSIFICATION AND CATALOGUING

Final Part 4(c)

The likelihood that this will be the last occasion on which the Final examination in Classification and Cataloguing under the present syllabus will be commented on suggests that it might be appropriate to give some consideration to these subjects in relation to the new examination structure before proceeding to an analysis of selected questions from the June 1961 papers.

There can be no doubt that these subjects have absorbed a disproportionate amount of examination time—and consequently presumably of teaching time—throughout the past fifteen years. They also exemplify in a marked degree the repetitious examination in the same subjects at different levels which the new syllabus seeks to avoid. Yet competence in the practical use of these techniques is an essential part of the equipment of any professional librarian, and this is only to be achieved by an understanding of theoretical principles coupled with practical experience. It is probable that employers will in the future lay stress on the possession of qualifications in these subjects when making appointments; so that although it will be feasible to drop classification and cataloguing when the new Intermediate examination has been passed, papers 1 and 2 and particularly paper 3 in Group B of the new Final examination may be expected to attract a fair number of candidates, certainly as many as, and, in the case of paper 3, probably more than at present choose to be examined in Advanced Classification and Cataloguing.

It may therefore be of some interest to recall how many candidates presented themselves for Final Part 4 (c) over the past five years. The total number was 166 and of these 58 (38%) passed. Not one single merit was awarded in the period. The highest number of candidates at any one examination was 22 in June, 1956; the lowest percentage pass was 20% in June, 1959; the highest percentage pass was 53% in December, 1960. The reasons for this dismal picture appear to be that many candidates are attempting the examination on the strength of what they have already studied for Registration Group A. Examiners' comments repeatedly stress the lack of preparation and limited horizons of candidates. The differences between Final Part 4 (c) and Registration Group A are differences of approach rather than of fact. The only material difference in the detailed syllabus at present is the citation of specific classification schemes and codes in the Registration syllabus as against a generalised mention of schemes and codes in the Finals syllabus. It is evident, therefore, that what is required at Finals level is

maturity of views, the ability to form considered judgments and present a critical outlook in relation to the questions set. Nevertheless it is fairly obvious that the 58 successful candidates mentioned above represent only a small proportion of those among us who are in fact professional cataloguers and that this work must be largely in the hands of people who have done nothing in this field beyond passing Registration Group A. The implications of this situation in relation to the new syllabus call for some thought.

During the coming months much discussion is going to be devoted to the planning of courses to meet the new syllabus. There is some likelihood that examiners and tutors may be brought together over this and that a reassessment of the role of examinations in the educational process may result. At present they tend to be viewed by candidates at least as a series of hazards which must be faced as one attempts to climb the professional ladder. The introduction of a "piece of work" as the requirement for the Fellowship will do much to give a sense of purpose and satisfaction to the pursuit of studies in the future. Once the broad basis of the "core" papers has been covered and the Intermediate examination passed it is to be hoped that a sense of purpose will inspire the student in his choice of papers for the Final examination and that when he comes to sit them after adequate preparation he will be left with the sense of satisfaction which comes from having had an opportunity to display his knowledge in his selected subjects. A much higher degree of integration between our daily professional activities and our methods of testing our competence to perform them should be the result.

Turning now to the immediate question of the examination papers of June, 1961, we note a number of points of general implication. Faced with the necessity of selecting four of the eight questions in each paper and devoting approximately 45 minutes to the answer to each, the candidate must make his choice judiciously. The questions he chooses should not overlap. It might be argued that it is a fault on the part of the examiners when this occurs, because when it does the candidate's choice is automatically reduced to four out of seven instead of four out of eight questions. There seems to be such an element of overlap between questions 6 and 8 in the current classification paper.

Q.6. Examine any modern trends in classification that you have discerned during your studies obviously calls for a discussion on the trends towards more detailed specification of subjects and away from enumerative methods of analysis in the direction of synthetic methods, notably those associated with facet analysis. There has also been a considerable amount of interest shown in notational problems. The two names most vitally associated with both these trends are those of Ranganathan and Vickery. Consequently the candidate who may have chosen this question will certainly find himself in the position of one who has shot his bolt should he feel attracted to *Q.8: Give some account of the most recent work in classification of either (a) S. R. Ranganathan or (b) B. C. Vickery.*

The two questions are not of course identical. *Q.6.* calls for a much more generalised approach and many other names besides those I have mentioned would have to be brought in. The answer might begin with a mention of the growing awareness of the essential nature of classification as an aid in controlling and making accessible the ever-increasing bulk of published materials, and pass on to a consideration of the modern view of classification as a practical technique which, if it is to be of any value, must base itself on the materials with which it deals and their exploitation rather than on philosophical ideas about the theory of knowledge. Having reviewed some of the more notable contributions to the literature of classification such as those of Ranganathan and Vickery, Farradane, Foskett and Coates, the writer might pay tribute to Mills for his lucid exposition of difficult matter and Palmer and Wells and the B.N.B. for respectively popularising and translating into practical realities the ideas of others, and, having made some reference to thinkers such as Metcalfe in Australia and Shera in the United States, conclude by drawing attention to the increased part played by British librarians in studying and writing about this subject.

Should the candidate decide to tackle *Q.8* as well he would have to guard

against repeating himself, no matter how relevant to the question he might feel his answer to be. Examiners are not likely to award marks more than once to the same material. Instead, in the case of Ranganathan, besides mentioning the periodic appearance of new editions of the Colon classification, each incorporating improvements and modifications, the candidate would have to deal with his many writings on the most intricate problems of subject analysis and subject arrangement which occur at documentation level or, as he calls it, on the level of micro-thought. Building upon his earlier theory of the five fundamental categories used in facet analysis Ranganathan has gone on to examine subtler problems of subject relationship such as intra-facet relations, distinguishing rounds, levels and zones, and to attempt to identify and characterise the different types of phase relations in complex subjects. Most of his work in these fields has been published in *Annals of Library Science* with occasional contributions to other journals such as the *American Review of Documentation*.

If the choice should fall upon Vickery, his *Classification and Indexing in Science*, now in its second edition, should first be mentioned. This notable piece of exposition, addressed in the first instance to scientific workers with the object of familiarising them with the techniques of librarians and information officers so that they may be better able to use the various classifications and indexes designed to help them, may be regarded as one of the most helpful elucidations of those techniques for the librarian himself. More recent still is his *Faceted Classification*. This attempts to do no more than serve as a fairly simple guide to anyone who may want to devise a new scheme for detailed subject arrangement, but it provides a most useful introduction to the study of faceted classification and the more advanced writings on that subject, including those of Vickery himself, and the two books together represent a crystallisation of the studies of the Classification Research Group over the previous eight years or so.

Next the answer would deal with the series of articles on notation contributed by Vickery to the *Journal of Documentation* over recent years. In these he has made a fundamental examination of the functions of notation in classification and evaluated the importance of each and has discussed at length how the elements from which it may be composed contribute to or detract from the effective performance of these functions. His studies, together with those of Coates in the same field, represent the most notable advance since Bliss published the *Organisation of Knowledge in Libraries*.

Lastly, some reference might be made to the schedules for a faceted classification for Aeronautics drafted by Vickery in collaboration with Farradane to serve as the basis for one of the four indexing systems, the comparative efficiency of which for information retrieval is being tested in the Aslib Research Project at the College of Aeronautics, Cranfield. A full account of these schedules was published as Classification Research Group Bulletin No. 5 in the *Journal of Documentation*, March, 1959, and further information about the scheme is given in the Report on the first stage of the Research Project.

The questions already discussed may be instanced as exemplifications also of the second point of general validity in these Finals papers, namely that the examiners are very much concerned to establish whether the candidate is familiar with the most recent writings in his subject and in particular with the relevant periodical literature. The same tendency is evident also in questions 1, 4 and 7 of the same paper and in questions 1, 2, 6 and 7 of the Cataloguing paper.

Classification Q.1. *Discuss the possibility of applying to machine searching a faceted classification scheme in place of random codes for the subjects of documents* brings us face to face with one of the major problems of the moment, how best to harness the machine to the service of literature control. Many of the best thinkers of our time have pointed out the limitation of much of our earlier effort, which was directed exclusively to speeding up the scanning of a complete file of records in order to find those relevant to the purpose in hand. Almost without exception these machines were designed for needs wholly different from ours—for solving accounting or mathematical problems. So far no machine has been designed to match the efficiency of the human brain in dealing with

records kept in an ordered sequence, where the individual is able to select certain segments of the file and examine these, but it seems probable that sooner or later such a machine can be designed. Our efforts should, then, be concentrated more on mechanical coding of information, that is, on putting information into the retrieval system rather than on getting it out. It is evident that detailed analysis of the subjects of our documents must precede the process of feeding information into the machine and it is here that faceted classification has a valuable role to play. Over and above this Ranganathan has for long stressed the fact that classification problems are basically semantic problems. He speaks of the classificatory language and of translation from the idea plane, through the verbal plane to the notational plane. This immediately strikes one as being essentially the same sort of problem as machine translation from one language to another, on which considerable advances have been made, particularly in the United States. Ranganathan's ideas have been endorsed in the Classification Research Group's memorandum entitled *The need for a faceted classification as a basis for all methods of information retrieval*. It will be interesting to see whether the final report of the Cranfield Research Project will substantiate this view. The impression to date seems to be rather that this will not necessarily be true. Nevertheless, it may ultimately be possible to code not only the symbols representing the subject elements in our documents but also the linking symbols which express the relationships between those elements, and to ensure that the sequence in which the elements are cited will be constant whether we are coding the information for the memory of the machine or programming our questions to it in the search for relevant information. The only system of classification which has been designed to produce such symbols and such consistency is the faceted one and once more it is to the writing of Ranganathan, Vickery and Foskett that we must go for a discussion of its applicability to machine searching. In addition one might mention an interesting article entitled *Document analysis and information retrieval* by J. C. Gardin, which appeared in *Unesco Bulletin for Libraries*, in 1960.

The question speaks, however, of the "possibility" of applying a faceted system to machine searching, and the use of this term may suggest that some consideration ought to be given also to the "feasibility" of this idea. The design and production of such machines would be an extremely costly undertaking and at present there does not appear to be any prospect of funds being made available for it.

Classification question 4 calls for 'a critical appreciation of the importance of (a) the *International Conference on Scientific Information*, Washington, 1958, or (b) the *International Study Conference on Classification for Information Retrieval*, Dorking, 1957 or (c) the *Royal Society Scientific Information Conference*, 1948'. A satisfactory answer demands a first-hand acquaintance with the published proceedings of the selected Conference plus the ability to view it in the general perspective of the theory and practice of classification. The chief difficulty here will be that of complying with the terms of the question, which demands the discussion of only one of the three. It can be solved by giving appropriate emphasis to the description of the Conference chosen, merely relating it to the others in estimating its importance.

Classification Question 7. *Give a critical account of any published special classification scheme known to you* need not necessarily deal with a recently published one, but the fact remains that there has been a great upsurge of activity in designing special classifications recently and the candidate might well make his selection from among them. The most widely known of all is probably the British Catalogue of Music Classification of E. J. Coates, but the schedules drawn up by D. J. Foskett for a classification of Occupational Safety and Health were published as an appendix to the Proceedings of the Dorking Conference mentioned above, and one might even consider dealing with the new classification at University College, London, described by Garside in the *Journal of Documentation*—special in the sense that it is designed to meet the needs of an academic library.

Preoccupation with the most recent developments is evident also in the cataloguing paper. Q.1. *What do you understand by the term "cataloguing-in-*

source"? In the light of the findings of the Library of Congress discuss the possibility of such an experiment succeeding in this country. Some account of the history of this idea and the reasons for its origin is called for. It aims to cut at the very root of much of the time-consuming and costly process which has been termed "research" in cataloguing. The inaccuracy of this term has recently been pointed out, for what is involved is simply the establishing of accurate and consistent elements for the description of items in the catalogue and in particular for the headings under which entry is made. This is "investigation" rather than "research." Cataloguing-in-source goes even further than centralised cataloguing in providing the cataloguer with the information he requires by printing an authoritative main entry on the verso of the title-page of the book itself. One such entry can, for example, be found on the title-page of the 16th edition of the Dewey Decimal Classification. The organisation of such a project calls for collaboration between publishers and some centralised agency and it was with a view to establishing how far such collaboration would be possible and fruitful that the Library of Congress initiated a pilot project involving only a selection of American publishers. Great hopes were entertained that by this means the rising costs of cataloguing could be held in check, but although the pilot project revealed some favourable signs the general tenor of the report issued by the Library of Congress was adverse and it has been decided not to pursue the idea further at present. In view of this it seems most unlikely that such an experiment would succeed in this country, where our centralised agency—the B.N.B.—has neither official status nor funds for the organisation of such an undertaking and where the publishing scene is, if anything, more complex than in the United States. It is possible that here Ranganathan's idea of "pre-natal" cataloguing, as he calls it, may have more prospect of success. This consists in producing authoritative entries for books at the page-proof stage so that records in the form of lists or cards may be made available simultaneously with publication. The possibility that something of the kind might be organised as an extension of the present legal deposit arrangements in this country is a suggestion which has been put forward and which appears to hold out more promise of success.

Q.2. Indicate briefly your knowledge of the progress made to date by the L.A. Research Committee's Sub-Committee on Cataloguing Rules on the drafting of a new code of rules. The activities of the L.A. Research Committee's Sub-Committee on Cataloguing Rules have not been marked by many official pronouncements of progress. Mr. Sharp gave some account of it at the Inquiry into Cataloguing Principles and Practice organised by Miss Piggott at University College in 1953, and an interim statement was subsequently published in the L.A.R., September, 1955. But much more important was the information about its activities which could be derived from attendance at the informal Conference on Cataloguing Rules held at Chaucer House in July, 1959. This conference was concerned to publicise the views of the Sub-Committee on the solution to problems of fugitive and doubtful authorship and corporate authorship in particular and to hear what the delegates thought of the proposals. It was evident that our Sub-Committee was working in very close contact with its American counterpart and that there was a large measure of coincidence of views, though not always complete unanimity between them. The opinion of those attending this Conference was that things seemed to be moving in the right direction.

Although the question seems to be concerned only with the British Sub-Committee, no answer could be considered adequate that did not relate its activities to the international scene. The Americans have published a great deal on catalogue code revision starting with the Lubetzky report and culminating in a Draft Code on which there has been much discussion published in *Library Resources and Technical Services* and in *Library Journal*. But all the work that has been going on here and in America is only part of a world-wide movement to achieve an international code of cataloguing rules. It is clear that the difficulties are formidable; but all the careful preparations that have been made and information which has been collected give grounds for hope that when the

International Cataloguing Conference under the auspices of IFLA takes place in October, 1961, some positive results will be achieved and that something much more worth-while than the old "Joint" code of 1908 will emerge.

Finally, let me mention two questions with ready-made answers for the well-read student. The quotation in question 6 forms the first sentence in E. J. Coates' recent book, *Subject Catalogues: headings and structure*. It is followed by examples of woolly terminology and of the use of the same term with widely different meanings and by a glossary. Close study of this work will be of prime importance to Finals students for many years to come.

Question 7 comes straight from P. S. Pargeter's *The Reproduction of Catalogue Cards* recently issued in the L.A. pamphlet series, though Finals students should have no difficulty in answering from their practical experience.

Many of the remaining questions fall into one of two categories. Either they call for a historical description or they give the student scope to display knowledge gained by practical experience. An example of the first is Classification Q.3. *Classification, when carried on in close understanding with other technical and service functions of the library, will yield an even finer service (Kelley). Discuss.* Here some account of the ideas of Grace Kelley and of their influence on the controversial questions of close v. broad classification and of the relationship of classification to cataloguing is called for, bringing in up-to-date views on the role of classification in reference service.

In making my selection of questions for discussion I have had the aim of impressing upon candidates the two points of cardinal importance already mentioned. The close examination of these question papers deepens the conviction that the situation in both classification and cataloguing is to-day more dynamic than it has been for almost a hundred years and that the immediate future will be full of interest for the student of these subjects. The examiners are to be congratulated on a stimulating set of questions.

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BIBLIOGRAPHY AND ASSISTANCE TO READERS

Registration B (iv) and (v)

Registration B (iv)—Bibliography

The paper was a fair one and as it stayed staunchly with tradition it can have caused few surprises. Personally, I was puzzled by the wording of Qs. 3 and 6, which seemed to me to be ambiguous and may have made candidates pass over what were otherwise straight-forward questions.

The quotation from Greg in Q.1 may be broken down into: Books are the material means by which literature is transmitted; bibliography is the study of books; bibliography is essentially the science of the transmission of literary documents. This was a lot of ground to cover in thirty minutes.

Some of the foremost analytical bibliographers have become interested in the subject because of their preoccupation with creative literature. Bowers has written of "scholars, including textual critics, [who] can guard the purity of the transmission of our cultural heritage," and such scholar-bibliographers as Pollard, McKerrow, Greg and Bowers have directed bibliographical development to satisfy the requirements of literary research. A conflict of views has developed between those who wish to refine bibliography as an aid to the scholarly transmission of literature, those who see books, etc., as media of communication and bibliography as a study which will throw light on the societies in which the media were produced, and those who, as collectors or booksellers, are interested in books *qua* books and want to study them for pleasure or profit.

The controversy has produced a number of attempts to delimit the various activities which go under the name of bibliography. Currently, the following have been isolated:—

Analytical or Critical Bibliography—the study of books as material objects—comprising Textual, Historical and Descriptive Bibliography (Historical Bibliography is seen by different authorities either as a study in its own right, or as subservient to the purpose of Analytical Bibliography—the identification and description of books).

Enumerative or Systematic Bibliography—the study of books as intellectual entities to obtain information for the compilation of book-lists.

Cowley, discussing "Bibliography as a science or method," suggested that only Historical Bibliography—defined as the study of book production and publication in general—warranted description as a science, considering it a field of knowledge worthwhile approaching for its own sake. Bowers believes that Analytical Bibliography (which would include Historical Bibliography here subordinated to the purpose of identification and description of books) is potentially a science. Much effort has gone into providing Analytical Bibliography with scientific methods and a precise terminology, so that it might become an accepted scientific discipline.

In Q.2 it may be assumed that the four bibliographical reference works would be required in the preparation of a description of a British book, as 1640 marks the end of the S.T.C. period. They might be needed to help in:—

(a) identification, e.g., by providing a reference to a previously described or listed copy; by giving the means (e.g., assigned type-faces) of establishing printer, date, etc.;

(b) reducing the work of description by allowing reference to a previous authoritative one;

(c) furnishing information on printing or publishing history.

Bibliographical Society publications alone would have provided sufficient examples:—

Bibliographies and book-lists—Pollard and Redgrave, *Short-title catalogue of books, 1475—1640*;

Technical lists—Johnson, *Catalogue of engraved and etched English title-pages down to 1691*; Hodnett, *English woodcuts, 1480—1535*;

History—*A dictionary of printers and booksellers, 1557—1640*.

Q.3. Define collation and explain its purpose . . . Collation is the examination of a book's physical structure to ascertain the number, size and order of gatherings, and the pagination or foliation. It is also the written description resulting from this examination. (May be referred to as the Collational Formula of the Collational Paragraph). The first part of the question did not make plain which was to be defined.

The purpose of the examination may be:—

to check whether the volume is complete and bound in the correct order ;
to discover any peculiarities of printing ;
to afford a formulaary description of the book ;
to help in the construction of the description of the ideal copy.

The collational formula is a record of the make-up of the copy which will act as a basis for comparison with other copies. The gatherings are examined in the order in which they were printed, text first, so as to note features which will act as a check on the condition of the copy and call attention to any special circumstances of its production—the occurrence and sequence of signatures, the pagination or foliation, position of watermarks and chain and wire-marks, catchwords, etc.

Q.s 4 and 8. The art of printing lies in allying a sense of design with the skilful use of properly developed techniques. Only eyes glazed by rampant nationalism would find many examples of the "art" in 15th century English printing. The printers, by and large, were interested in the reproduction of

texts, not in the appearance of the printed page; there was virtually no existing fine art tradition to create a demand for high typographical standards; and the skills necessary to produce, say, a pleasing woodcut were absent. One can only indicate, rather doubtfully, the progress of Gothic type design from Caxton to Pynson, the development of better press-work and the introduction of such innovations as, for example, justification and woodcuts by Caxton in 1480.

In general, English printing remained pedestrian until the 18th century and most of the outstanding contributors to the development of English book production have appeared since 1700. The answers probably included a fine crop of Baskervilles and Morris's. Among the other innovators who may have been mentioned are: Sir Francis Meynell, Emery Walker (typography); Stanley Morison (type design); Sir Allen Lane, William Pickering (publishing); John Bell, Thomas Bensley (printing); Thomas Bewick, Rudolf Ackerman (illustration). The examiners are usually grateful to be given the less obvious choices.

Q.6. *Outline the various methods of composing type in use at the present time.* The three basic methods of composition in current use are hand composition, hot metal composition and photo-composition or film-setting. Film-setting "is the composition of *characters* . . . it foreshadows the end of printing from type . . . 'photo-typesetting' seems to be a contradiction in terms as no type is involved. . . ." (James Moran. *Filmsetting*. The Library, December, 1959). The italics are mine. As filmsetting is different in kind from the earlier methods in that type pieces or slugs are not handled, it does not fit easily into the existing terminology related to type.

Unfortunately, no distinctive term to denote all three basic methods appears to have been coined so far, and an unqualified reference to the *composition of type* (as in this question) may be intended to include filmsetting. Perhaps until the matter is settled, a form of words could be used in questions to overcome the difficulty. For example, in Finals 1, Paper 1, June, 1955, candidates were asked for "the advantages and disadvantages of hand setting, machine setting and photo-setting in the composition of type," which may have been inaccurate, but it was precise.

Q.12 on document copying equipment excluded stencil duplicators and micro-copiers, and therefore a summary of offset duplicating equipment and photo-copying equipment was expected. Because of the wide range of equipment available, the best approach to the answer would have been to tabulate the different types, spending about three minutes writing time on each and giving enough information to distinguish it from the others. Anyone who ignored the advice in the last sentence of the question and provided technical details would have quickly become unhappy.

Offset duplication: spirit duplicators (e.g., *Banda*); gelatine duplicators (e.g., *Ditto*); lithographic duplicators (e.g., *Multilith*).

Photocopying: (a) with a camera (optical photocopying, e.g., *Photostat*); (b) without a camera (contact copying)—direct copying (of single-sided, translucent documents) and reflex copying (of double-sided or opaque documents). The essential equipment here is a light-box or contact frame in which the exposure is made (e.g., *Rutherford*), and processing equipment in which the print is developed (e.g., *Remflex auto process unit*). In some cases both stages are combined in one machine (e.g., *Azoflex combine model AS14*).

(c) pseudo-photographic copying (e.g., *Thermo-fax*; *Xerox Copyflo*).

The only comment I should like to make on the remainder of the paper is to repeat what has been said a number of times before: it is advisable to keep descriptions of processes free of technical details. Candidates need only show an appreciation of the sequence of processes and the effect of each stage on the final product. As librarians we are concerned with books in use; we are not involved in their production

Registration B (v)—Assistance to readers.

As a whole the paper was a good one and provided an interesting range of questions. Most candidates would, I feel, have found it more difficult than its companion paper B (iv). It was, for one thing, more searching. There is also the problem of "identity"—some might find the overlap with the Group C, Organisation and Administration, syllabus confusing. For example, Q.3 (*Give an account of the N.L.L., outlining its proposed functions . . .*) could have appeared as it stood in a Group C paper. Q.8 (*"Newsrooms would be better places if the magazine junk and the newspapers were discontinued and if the general learned and special periodicals . . . were transferred to the Reference Room"* (Savage, 1942). *State briefly the current view, for and against, quoting examples of relevant publications*), is a similar fugitive from Group C. The emphasis of the quotation is on the betterment of Reading Rooms—albeit that the intention of the quotation is to have them wither away. Although Section B is on pervasive and general reference materials, the question appears to give only a secondary place to periodicals. I feel that some candidates may have been led to give answers to these questions which fall short of what was required because of the form of the questions and the lack of proper direction, rather than from lack of knowledge.

Q.1 on service to readers in libraries includes reservation and requisitional systems, enquiry services, library co-operation, bibliographical work and service to special groups. Individual public and special libraries make full provision of all these. However, in general terms the emphasis of special libraries is on giving a "personal service" to a limited group with a defined purpose, which leads, to highly-developed information and bibliographical services, while public libraries give a service to the public at large and participate in schemes of co-operation to satisfy the wide range of needs of the whole community. Thus while many special libraries would gain by following the example of public libraries which extend the scope of their provision through co-operation, public libraries could learn from special libraries in developing their information and bibliographical services.

The phasing of Q.2 was strongly tentative (*Frequently libraries come into possession of information . . . How can it be ensured that such information is readily accessible and kept up to date?*) as if we often found abandoned on our doorsteps tiny bundles of information which, for perverse librarians' reasons, we felt impelled to cherish. Presumably the intention was to cover not only information which is "donated"—handouts, deposited materials, etc.—but also information which is obtained as the result of some definite activity—literature search, application to a specialist source, etc. It would be made accessible by indexing, filing, "weeding", periodic requests to the sources for revision or amendments, etc.

Section B was the weakest of the paper. Q.8 has been mentioned above, and either Q.5 was a dubious "gift" or Q.6 was unnecessarily protracted. It is difficult to find the balance between Q.5, asking for the comparison of *two* works (Walford and Winchell) with particular reference to *four* characteristics, and Q.6, asking for the comparison of *four* encyclopaedias with particular reference to *five* characteristics. However, the specifying of the type of information to be provided in the answer was a useful feature of these two questions.

In preparing for Section C, students are required to study the literature of *two* specific subject fields, and the heading to this Section in the December, 1960, paper made this clear: "TWO questions to be attempted. Do not offer the same subject field for each." The heading for the Section in the current paper reads: "TWO questions to be attempted. Candidates must not offer identical material in both of the two questions chosen in this Section." This might lead some students in future to believe that only one subject need be studied, and so be put at a disadvantage when dealing with a later paper. Perhaps the heading could be standardised.

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Registration Group B (iv)

A Candidate's Comments

Once more unto the breach dear friends . . . A battered candidate is torn between complimentary platitudes—a fair paper, the student who had revised well should have no difficulty . . . —and angry diatribes penned with a still-aching hand—why can't examiners express themselves clearly?

It was a fair paper except for Q.4 and a clear paper except for Q.6. The former was much too detailed and restricted in area and time. Such specialisation is surely out of place in a Registration paper. Are we in future to see such questions as—"26/8/1456 was a day of significance for printers. Discuss." Or "Give a detailed account of the spread of printing in Western Tibet?" Regarding Q.6, candidates have a major complaint: to filmset or not to filmset, that is the question. I left out filmsetting because I did not and do not consider that the wording included it. Several of my colleagues did the same; others included it. Who is right? Candidates are always being exhorted to *read* the question carefully; I would support a counter exhortation to the examiners to *write* the question more carefully.

The rest of Section A was much as usual, complete with a quotation from Greg—do the examiners toss up between Greg and Bowers? I would have preferred a bibliographical formula to Q.2.

Section B was the best of the three, with a quite straight-forward illustration process question and, once one had decided on the interpretation, Q.6 was a gift for the mechanically minded.

Q.7 was another straight-forward one—this on machine-made paper, "Wot, no type-faces?" someone was heard to complain. True, but this Section could have been much worse.

In Section C there was some similarity between Q.11 and Q.12, but just think—with only two questions to do, it was possible to get by on either Documentary Reproduction or Binding alone. Q.9 seemed to invite more waffle than ideas.

By and large I liked it and I think it could have been a lot worse; but the memory of Q.6 still rankles. It is to be hoped that the all-round coverage continues, with some alteration in the detail required.

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Registration Group B (v)

A Candidate's Comments

One of the main points that the Assistance to Readers paper went a long way to prove was how close is the relationship between this subject and Organization and Administration. Questions 1, 3 and 8 could be rightly placed in either paper. There is a common core of material which can, and is, taught through a specially designed course of lectures.

It is doubtful if we students can be expected to do justice to some of the questions in the space of half an hour. Consider question 1: what connotation did the examiner intend to be placed on the phrase "special libraries"? Does it extend to all possible kinds, the research association, the professional institution, the industrial firm, governmental libraries, and to other special libraries such as those for the blind? If so, it is impossible to tackle this within half an hour and we are consequently forced to spend valuable time in defining the

type of library we are going to consider before making the comparison in order to be certain that the examiner realises we have understood the full implications of the question.

I think it is being a little hard on us when vague riders are added to questions as in question 2, "... Add any information you have. . ." Fellow students who were able to spare time from revision to read the June issue of *Liaison* (which arrived after the middle of the month) were perhaps at an unfair advantage over those who had decided to lay aside their *L.A.R.* until after the examination. Some people I know avoided this question on account of this last part.

Section C of the paper was very fair provided that we had made a detailed study of the literature of one, preferably two, specific subjects having good bibliographical apparatus and periodical coverage. This can only be done properly by practical means involving work in specialist libraries, and not from text books although "Guides to the literature," where they exist, are of great assistance in tracing some of the more important works. No course, whether it be full-time, part-time, or correspondence, can adequately prepare us for this part of the paper; it can only guide us.

The paper attempted to be unbiassed in favour of any particular kind of library, although those with public library experience were at an advantage with question 4, on Africa, which is no doubt very topical in public libraries at the present time, and with question 8 on newsrooms, about which there exists much diversity of opinion concerning their very existence in any case.

Apart from the minor criticisms made above, I consider this to be a very fair, but searching, paper provided that we had worked conscientiously through a course and read as widely as possible. Having written this I now await with eagerness to learn what the examiner thought of my script!

PETER F. BROXIS, *North-Western Polytechnic School of Librarianship.*

ENGLISH LITERATURE

Registration Group D (vii) (a) Period (i)

This was an exemplary paper. The questions were evenly distributed over the period and the major forms were well represented. Also well balanced was the proportion between those questions which asked for an outline survey of a large subject and those which required a detailed study of a particular author. The questions were clearly phrased and no misunderstanding of the examiners' requirements could possibly have arisen.

Registration Group D (vii) (a) Period (ii)

This was another fair and well-balanced paper, which should not have presented a problem to any student claiming to be even reasonably well prepared. As in Paper I the questions were evenly distributed and clearly phrased.

MRS. L. M. HARRISON,

Lecturer, North-Western Polytechnic School of Librarianship.

A.A.L. ELECTION, 1961

In future, voting papers for the National Election will be sent to you direct and not through your A.A.L. Library Representative. This will ensure that all members receive voting papers in good time. Give completed papers to your Library Representative to return with others from your library, or send direct to the Presiding Officer.

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A Sandwich Course lasting eighteen months, for students wishing to complete the present Registration Examination of the Library Association in June, 1963, will commence in January, 1962. Further particulars and application forms may be obtained from the Head of Department of Professional Studies, College of Commerce, Tithebarn Street, Liverpool, 2.

THOMAS ALKER,
*Town Clerk and Clerk to the
Local Education Authority.*





CORRESPONDENCE

The New Award

Mr. Hoyle's comments in the *June Assistant* on the recent National Joint Council decision on gradings of library staffs cannot be allowed to go unanswered, for they show a fundamental lack of appreciation of the problems of joint negotiation, and consequently a total lack of appreciation of what in fact NALGO—or strictly speaking the Staff Side of the N.J.C.—did achieve in securing this revised award.

The facts which Mr. Hoyle has somewhat obscured are these: following the previous settlement in January 1959, NALGO, in consultation with the Library Association, reviewed the position relating to librarians. It was agreed that efforts had to be made to get away from the relation of grading to staff supervised, and in the course of the review many alternatives were considered, such as (a) population, (b) number of registered readers, (c) number of books issued, (d) a unit or pointage system based on a number of factors. It was concluded, however, that a reasonable solution would be to devise a scheme on lines broadly similar to existing definitions in the Scheme of Conditions of Service for other classes of professional officers.

The proposals were related to (i) the duties and responsibilities carried out and the standard of qualification required; (ii) the ultimate standard of remuneration envisaged by the Roberts Committee and (iii) the desirability of producing more flexibility to enable local authorities to grade posts of special or higher responsibility, whether such posts contained a supervisory element or not. The proposals, as is probably well known, provided for posts occupied by librarians who are required to have passed the Registration Examination of the Library Association to be graded APT I, and for posts occupied by librarians who are required to be Chartered Librarians to be graded on a specially devised scale of £765—£1,005 per annum.

These proposals were submitted to and accepted by the Staff Side, and a claim lodged in the National Joint Council. The response of the Employers' Side was most unfavourable, and it was obvious that any improvement would only be gained after long and difficult discussions.

In May 1960, a general pay claim was submitted and further consideration on the library claim was deferred. Following the settlement of the general claim—from which it should not be forgotten all librarians received some considerable benefit—close study was given by NALGO to a request by the Library Association that the claim should be reviewed. However, following discussions between NALGO and the L.A. it was agreed that, as the claim was not related to the general settlement but was based on a comparison with teachers' salaries, it should be pursued in its original form. It should be realised, too, that if a decision had been taken to revise the claim, it would have been necessary to withdraw the existing claim and to submit a new one, which would have resulted in still further delay in reaching a settlement. It was also agreed between NALGO and the L.A. that should any offer of the Employers' Side fall notably below that claimed on behalf of library staffs, the Staff Side be requested to consult further with the Library Association.

However, in the opinion of the Staff Side, the settlement reached did not fall notably below that of the claim in that, while it was £45 short of the maximum salary claimed, it did produce a grading structure

related to duties, responsibilities and qualification, more flexibility to enable local authorities to grade posts of special or higher responsibility, and a notable step forward in getting away from the relationship of grading to the supervision of staff.

This opinion of the Staff Side I fully share. Obviously in any form of collective bargaining, negotiations end in a form of compromise and never meet fully the original position adopted by either side. In this case the settlement reached surely justified the protracted efforts that were made by the Staff Side. Can the L.A. representatives have seriously thought that the settlement would have been very much nearer the original claim, despite their apparently high-minded decision to disassociate themselves from any scale with a maximum substantially less than £1,000? Would it have been realistic, and in the interests of librarians generally, to have refused to reach agreement when we had in fact secured recognition of the principle of grading claimed for the sake of £45 a year?

The art of joint negotiation is to get as much as you can as often as you can, and always to leave yourself in a position to go back to the Employers at a future date to seek still further improvements. This the Staff Side succeeded in doing in this case. It may not, perhaps, be generally known to librarians that the Staff Side members had to endure considerable criticism from the Employers' Side at the meeting at which the settlement was reached, because of the activities of the Library Association in seeking to hasten a settlement by methods which could only, to say the least of it, be termed unconstitutional, and which were certainly not helpful to our negotiators.

It is quite impossible to assess the long-term effects of the award at the present time, but I am convinced that a pattern will emerge which does show considerable improvement in the grading of library staffs.

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Mr. Hoyle considers the award a bad one because it does not look forward to the 1964 syllabus. Surely neither he nor anyone else can seriously expect the N.J.C. to base an award on an examination syllabus which is not yet in force, and on which the Local Government Examinations Board has not yet even been consulted.

I cannot believe that librarians in general—and in particular those with any experience of trade unionism and joint negotiation—will share Mr. Hoyle's view that NALGO has failed completely in what it was primarily asked to achieve by the profession. What does alarm me, however, is the habit of many librarians of blaming NALGO and not the Employers' Side of the N.J.C. when any decision on a salary claim does not meet with our expectations.

It is our employers who have to be persuaded that we are worth more money than they are at present prepared to pay. It might be more to the point as far as the future is concerned, if we gave serious thought as to why it has not so far been possible to persuade them. Could it be that the service we provide is not good enough to convince them? Could it be that our book stocks in particular are not as impressive as they might be?

However skilled our Staff Side negotiators—and I can assure you from personal knowledge that our present negotiators are very highly skilled—it is basically we who have to convince our employers that we are undervalued in the community; and not all the Public Relations advisers in the country can succeed in putting across the profession if our standards of service are not high enough—as I suspect they often are not!

MARY G. G. GREGORY, *Sheffield City Library.*

Libraries in Scotland

I believe that there is great dissatisfaction in England with the pay, conditions and status of librarianship. This is a good sign and proof of a lively profession.

In Scotland the state of librarianship is in such dire straits that no one raises his voice in protest. More than likely, since this state of affairs has existed for a long time, everyone has become resignedly cynical, or perhaps the Scots are too proud to expose the disgraceful position that exists north of the Border.

Firstly, no APT II award exists in Scotland in any shape or form, although negotiations are taking place which may lead to some pay increases. Scottish awards are nearly always months in arrears of English awards and almost always diluted to some extent. In consequence, many Scottish posts for Chartered Librarians are advertised on the lowest Scottish grade, namely £640—£705. Needless to say, few apply since most bright assistants take the high road to England.

Secondly, very few Scottish posts exist of the chief assistant/deputy category and where they do exist salaries are still insufficient. Few libraries have an establishment for a qualified children's librarian on a reasonable salary. Many of the largest authorities have but one children's librarian, including a city of over 1,000,000 inhabitants where a staff of two suffices for the children's interests.

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I may be wrong but I know of no posts for technical librarians in public libraries. Indeed, although most Scottish libraries have very good book funds most of them are in the Dark Ages as regards service to technologists. Dr. Urquhart can forget Scotland as far as public libraries are concerned—they supply technical books but no, absolutely no, technical service. In fact, technology is a dirty word to most of the poetic types employed in the country famed for its inventors in the past. Readers' advisory work is in its infancy and actively frowned upon by many chief librarians.

KEVIN P. JONES, *West Riding of Yorkshire County Library.*
Late Motherwell and Wishaw Public Library.

Book Selection

How right Mr. Turner is (*Assistant Librarian*, July, 1961, p. 136)! Book selection and stock editing are, as he says, the most important tasks of the librarian and a modern text-book on the general principles is greatly overdue.

As regards the practice, however, book selection being a highly individual art of librarianship, it seems to me that what is needed more than anything else is a detailed survey of practice and methods now in use in Public Libraries. I feel that of all the tasks occupying librarians, book selection is the one with the greatest number of variations in practice. There is no one right way of carrying out this task, and no text-book could be expected to lay down rules, but a detailed knowledge of how book selection is done in all the various types of Public Libraries would be of the greatest value to practising librarians, examiners and lecturers in librarianship, students, and members of the book trade.

As I envisage it, such a survey would be based on a detailed questionnaire and would be analysed according to types and sizes of library showing how this task is delegated, how the actual choice of books is made, to what extent this is related to readers' requests and suggestions, what types of booksellers are used, and the mechanics of the various routine processes involved.

I feel sure that the results of such a survey would justify the not inconsiderable amount of work involved, and I suggest that it is sufficiently important for the Library Association to consider undertaking it.

HUGH F. GOSDEN, *Tunbridge Wells Public Library.*

Married Women in Libraries

Mrs. Simsova's article on married women in libraries comments most reasonably on a number of problems which affect some women some of the time. To devote two pages to the problem, however, is surely somewhat excessive.

After some twenty years in public libraries I have been fortunate enough never to have encountered prejudices against women, married women, or women with children, but, as for the moral support of my colleagues—frankly, if we expect to have our cake and eat it too, we can hardly complain of a little occasional indigestion!

(MRS.) B. M. DZIELSKI, *Chislehurst and Sidcup Public Library.*

Public Speaking

For those who can cast their minds back that far, there was an interesting point made by Mr. Mortlock on Public Speaking (*Assistant*

Librarian, March, 1961)—that of the quiet juniors at meetings. Of course it could be that he has never been into the North—he might then change his mind, but the points made by him and even more forcibly the advice given by Mr. Jarvis in his article in the November, 1960, *Assistant Librarian*, are worth noting. It seems to a mere beginner (that's me) that perhaps one of the amazing things about the L.A. syllabus is its lack of oral examination in speaking or even in trying to answer difficult queries. In-service training is all very well, but in so many cases it is concerned with the mechanics and the routines of libraries, not how to explain them. Library schools, due to the needs of the syllabus, are unable to help, although many give active encouragement—even stimulus. It has been said that the spoken word is not as effective as the written one: as librarians it would be hard to disagree, but the effect and the impact of the spoken word can lead to an increase in the understanding of our profession by the general public. We do not need a Demosthenes, but the people who "get on" in the profession tend to be those who are articulate both in print and in voice—obvious examples that spring to mind are Mr. Palmer, Mr. Surridge and on the fringe, whether you agree with him or not, Dr. Urquhart. The advantages of an articulate person with committees, teaching staffs in colleges, *et al.* are clear, but why has some sort of training not been considered? One would not suggest going to the length of the Continental system where training may include elementary elocution (although it might do some good) but before we become a real back number in the professions something should be at least considered.

BOBBIE TENNANT, *Student, Leeds School of Librarianship.*

Library Publicity

I was a little surprised to read your editorial in the July issue of the *Assistant Librarian*.

In the very first paragraph you show your misconception of the whole opportunity of Commonwealth Technical Training Week as seen by the Library Association. You write: "The main attraction was the chance to attract the attention of the public to the range of printed material available on a multiplicity of careers." What innocent thinking! Surely, here was an opportunity to promote to young people the idea of entering the Library Service as a career—not selling them some other career.

You then complain that the poster and the leaflet carry the slogan, "Be a Librarian" as if the phrase had some illegal or unusual connexion. Even the wording on the offending poster is criticized. To what aspects of librarianship would you have us draw the interest of 14-year-old children? To bibliography? I doubt if many of them know what the word means.

The object of the poster was not to please librarians. It was to attract young boys and girls between the ages of 13 and 17 years of age to consider librarianship as a career. The purpose of the poster was to *attract*—it was not to *sell*. It was the job of the librarian in charge to sell his career once the poster had done its work.

The poster was prepared by one of the best artists in this country, and it has, in fact, been widely admired.

In so far as the problem of the leaflets is concerned, I am inclined to agree that this could have been more attractively presented. On the

other hand, when a large quantity of material has to be provided, the question of cost does arise. It would not have been impossible to produce a very attractive illustrated brochure in two or three colours, as, in fact, many big firms did for Technical Training Week. It is only a question of how much money one has to spend. In this case, not only did we have to look at the pennies, but we had to make certain that we got most of the pennies back afterwards! If we had made the selling price high, librarians would not, in their turn, have bought the material.

I have looked carefully through *The Assistant Librarian* and have read with interest the correspondence in the July issue. You—the editor—would be the first person to agree when you re-read that correspondence, that it is impossible to please all the people all the time.

However, perhaps we can take heart from Aldous Huxley. He said: "Advertisement is one of the most interesting and difficult of modern literary forms."

MICHAEL HIGGINS,

Public Relations Adviser, The Library Association.

A.A.L. Correspondence Courses

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REVIEW

Kompass Register—United Kingdom *Kompass Register, Ltd., 3v., 15 guineas. 1961.*

Kompass Register—United Kingdom edition—promises to be an invaluable tool for reference librarians trying to trace British manufacturers in all fields. It is to be in three volumes and should pay for itself by saving expenditure on other, less exhaustive, directories.

The arrangement is based on the already established *Kompass Registers* published in Switzerland, Sweden, Spain and Denmark, and shortly to be produced in Belgium, Germany, France, Italy, Holland, Austria and Norway. The great advantage of this is, of course, that a user familiar with his own country's *Kompass* can easily use a foreign edition.

It is in five languages—German, French, English, Spanish and Italian—throughout, and is in four major sections. The first is the exhaustive index of products, the second a sort of graph showing individual manufacturers, then a list of manufacturers by county and town, and the fourth section is a straight alphabetical list of manufacturers.

It is the first and second sections that show the particular ingenuity of Kompass. If you are searching, for example, for makers of flash light apparatus, you would look under "F" in the English index and find that the index number is 39-04-15. 39 is the overall number for Precision Mechanics and can be turned to in the second section by a thumb index. 04 is Optical Instruments and under that will be found a graph with the names of manufacturers, wholesalers and agents of Optical Instruments on the left and along the top numbers corresponding to all the differing kinds of Instruments—including, of course, 15 (flash light apparatus). At a glance it can then be seen that Oschwald and Sylvania Electric are the only two manufacturers in Switzerland. I have to use a Swiss example, unfortunately, as the British edition will not be published until Easter, 1962.

When it is published, it will include in the first edition (it is to be revised annually) all manufacturers in this country employing over 50 people, and subsequent editions will include even the smallest firm.

Fifteen guineas is not to be thrown around on speculative purchases, so I would suggest that librarians interested should write to the publishers for samples and explanations. I imagine that if they do they will be as impressed by Kompass Register as I am myself.

IAN H. WILKES.

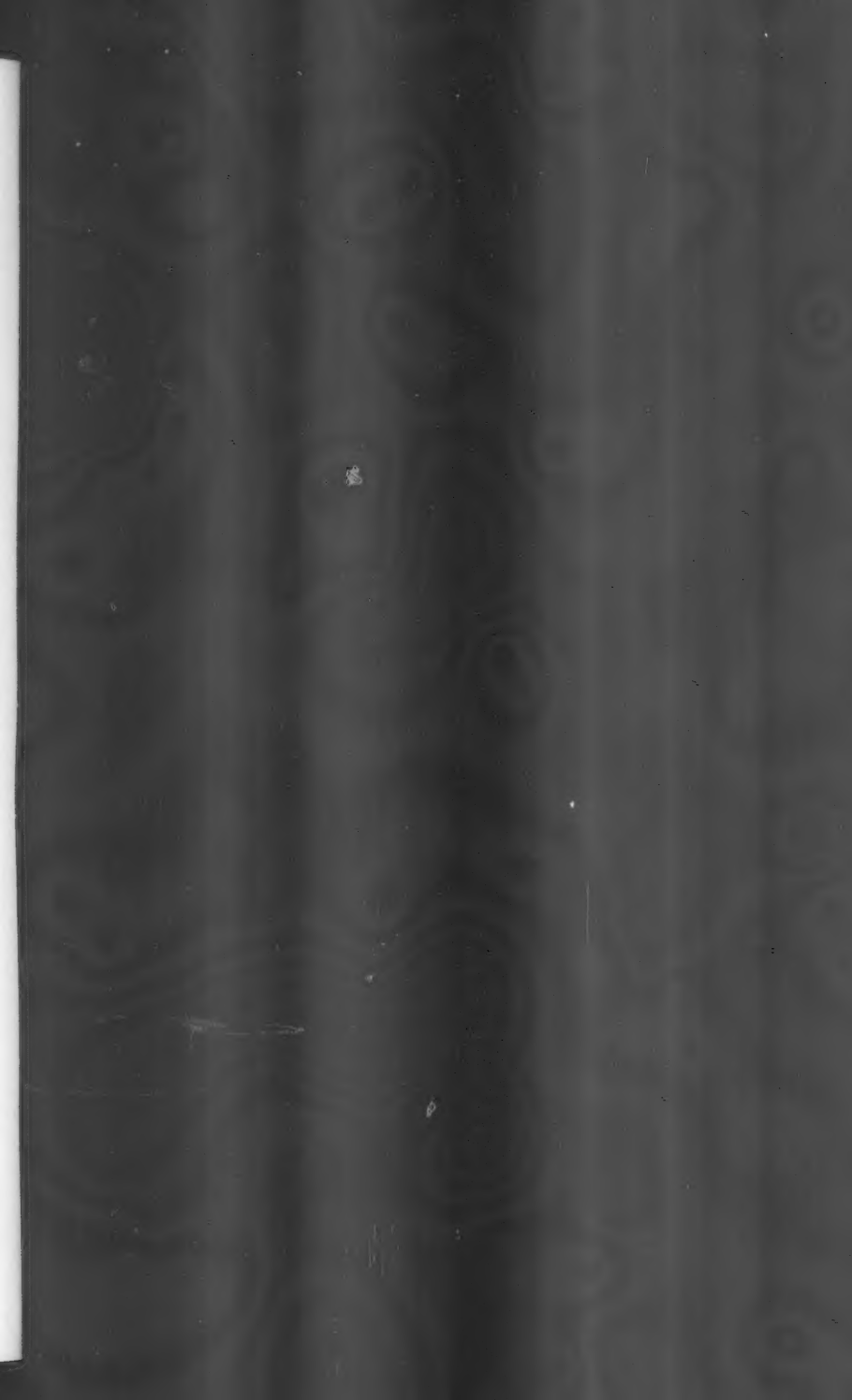
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